DOCUMENT RESUME

ED 467 546 RC 023 671

AUTHOR	Grimard, Andre; Maddaus, John
TITLE	Evaluating the Effectiveness of an Upward Bound Program: Impacts on Rural Students.
PUB DATE	2002-04-00
NOTE	24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
PUB TYPE	Reports - Evaluative (142) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	College Bound Students; *College Preparation; High School Students; High Schools; *Persistence; *Program Effectiveness; Rural Schools; *Rural Youth; School Guidance; Sex Differences; *Student Attitudes; *Student Recruitment; White Students
IDENTIFIERS	*Upward Bound

ABSTRACT

The Upward Bound program seeks to promote high school completion and college attendance of high school students who come from low-income families or have parents who did not complete college. Specifically, Upward Bound projects provide academic instruction, career planning, and college application services, during the regular school year and during summer programs held at participating universities, beginning in grade 9 or 10 and continuing through high school graduation or the transitional summer beyond. Upward Bound offers a regular program and a program focused on math and science. About 40 percent of programs target rural high schools. An evaluation focused on the regular program at a northeastern public university serving 14 small rural high schools. About 92 percent of participating students at this site were White, versus only 20 percent nationally. Data collection included surveys of 53 of 99 students in the summer program and surveys and interviews with the students' guidance counselors. Findings focus on the academic, financial, and social reasons for applying to the program; the influences on recruitment of program recruitment activities, school staff, peers, family members, and personal goals; reasons for continuing in the program; student satisfaction; student attitudes toward recruiting future participants; reasons why eligible students do not apply or why participants drop out of the program; and possible reasons why female participants outnumber males. (Contains 11 references and 7 tables.)(SV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 467 546

Evaluating the Effectiveness of an Upward Bound Program: Impacts on Rural Students

by

Andre Grimard

and

John Maddaus

University of Maine

5766 Shibles Hall

Orono, ME 04469-5766

andre.grimard@umit.maine.edu

john.maddaus@umit.maine.edu

Paper prepared for presentation to the

Rural Education Special Interest Group

at the Annual Meeting of the

American Educational Research Association,

New Orleans, LA

April 1-5, 2002

BEST COPY AVAILABLE

RC 023671

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

John Maddaus

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Introduction:

There is good news and bad news in the educational progress of rural youth. In 1993, according to the U.S. Bureau of the Census reports, 88.9% of rural youth completed high school, a substantial improvement over the 83.2% completion rate in 1975. By 1993, rural adolescents were as likely as adolescents from metropolitan areas to graduate from high school, whereas in 1975, even adolescents in metropolitan area central cities were slightly more likely to graduate from high school than adolescents from rural (non-metropolitan) areas (Paasch and Swaim, 1998).

However, according to data from the 1991 National Longitudinal Study of Youth, rural youth are less likely than youths from metropolitan areas to attend and graduate from college (Gibbs, 1998). Furthermore, the gap between rural and metropolitan areas in the percentage of the population that has completed a bachelor's degree or more grew from 3.4% in 1960 to 9.5% in 1990 (Herzog and Pittman, 1999). Schmuck and Schmuck (1992) argue that "Too often, because of the economic despair in many small towns, school is seen as the way to prepare to leave their community for employment somewhere else or to remain in their own town only to live on the fringes of society" (p. 27). For those who choose the former option, post-secondary education may be the first stop on the road out of rural life.

Poverty appears to be the primary factor influencing high school completion rates, as well as college attendance and completion rates. According to data from the National Educational Longitudinal Study of 1988 (NELS:88), adolescents from low income families and from families in which the parents did not complete high school are less likely to complete high school themselves

(Paasch and Swaim, 1998). And the U.S. Bureau of the Census (2001) reports (see Table 1) very large differences in college attendance and completion based on family income. In 2000, of youth ages 18-24 in families with incomes below $20,000, only 21.11% of males and 23.69% of females were either enrolled in post-secondary education or had earned a bachelor's degree. By contrast, in families with incomes exceeding $75,000, 59.10% of males and 70.94% of females, ages 18-24, were either attending post-secondary institutions or had completed a bachelor's degree.

Rural adolescents are more likely to live in families with incomes below the poverty line, and to have parents that did not complete high school, than adolescents in metropolitan areas, based on data from the 1990 U.S. census (Paasch and Swaim, 1998). And while lower family incomes in rural areas may be the greatest obstacle rural adolescents face in going to college, other factors include the greater distance rural students must travel to get to college and the lower percentage of rural adults who are college educated and thus potential role models. Rural versus metropolitan area residence does not influence college attendance for children of college educated parents with high grade point averages in high school. But rural adolescents with average grades and parents who have not attended college are 5% less likely than comparable adolescents from metropolitan areas to attend college (Gibbs, 1998).

Upward Bound projects in rural areas attempt to meet the needs of rural youth who might not otherwise attend college. The Upward Bound program seeks to promote high school completion and college attendance and completion for high school students who come from low-income families and/or from families in which neither parent has completed a four-year college degree.

Specifically, Upward Bound projects provide academic instruction, career planning, and college application services to both rural and metropolitan area students who meet its eligibility requirements. Services typically begin in the 9th or 10th grades, and continue through the completion of high school. Some projects also offer a "bridge" summer program between high school and college. As of 1993, 40% of the target high schools that Upward Bound students attend were located outside metropolitan areas. Furthermore, 10% of the target schools enrolled fewer than 300 students, while another 32% enrolled 300-750 students (Moore, et. al., 1997).

Upward Bound began in 1965, as part of President Lyndon Johnson's "War on Poverty," and is now administered through the U.S. Department of Education. It is one of the Federal TRIO programs, all of which seek to promote post-secondary education for students from low-income families. In recent years, the U.S. Congress has funded Upward Bound Math/Science Regional Centers and Veterans programs in addition to the regular Upward Bound program. In the Federal government's Fiscal Year 2001, 772 Upward Bound project sites provided 56,564 students with intensive summer programs at four-year or two-year colleges, and continuing tutoring and counseling services at their high schools during the academic year (U.S. Department of Education, 2001).

Purpose of Study:

The purpose of this study is to evaluate the effectiveness of a regular Upward Bound program site serving rural students. Specifically, since one of the major factors related to program impact is duration in the program (Myers and Schirm, 1999), this paper explores the issues of recruitment and retention of rural high school students in this Upward Bound program.

Surprisingly, considering the fact that Upward Bound has been in existence for 37 years and served many thousands of students, there is limited research available on Upward Bound. The U.S. Department of Education has funded two major program evaluations of Upward Bound. Most recently, the Department contracted with Mathematica Policy Research Inc to conduct the National Evaluation of Upward Bound, which began in 1992 and is still on-going. For Phase I of the National Evaluation (1992-97), Mathematica gathered baseline data on a national sample of regular Upward Bound projects, students and target high schools. Phase II continues the research on the students who participated in Phase I as they advance through their college years, and has added an evaluation of the Regional Math/Science Centers.

The final report of Phase I indicated that program impact could be shown for some categories of students, but not for others. This report explained the limited program impacts in part by noting that 18% of the students invited to participate in the sites sampled never actually did so. It also found that no more than 45% of those in the program sample would remain in the program through their senior year of high school (Myers & Schirm, 1999). Naturally, in light of these findings, federal policy-makers now expect greater accountability from all Upward Bound programs in the country, especially regarding the issue of recruitment and retention.

Additional investigation of several research questions related to the issues of recruitment and retention is needed. Our guiding research questions in this study were: (1) Why do students apply for the Upward Bound program? (2) What are the influences of Upward Bound staff recruitment activities, school staff, current students in Upward Bound, other peers, and family members, and

personal goals? (3) Why do students continue in the program once enrolled? (4) How well has the program satisfied their initial expectations? (5) What do the students do that influences the recruitment of future students? (6) Why do many students who are eligible for Upward Bound choose not to apply? (7) Why do some students who have attended Upward Bound decide not to stay for the full three years of the program? (8) What differences exist between males and females with respect to the preceding questions that may account for the predominance of females in the program?

Data Sources:

The data for this paper are from a single-site study of the regular Upward Bound program at a public university in a rural northeastern state. This university offers both the regular Upward Bound program and an Upward Bound Regional Math/Science Center. The regular program has served students from small, rural high schools in a four-county area since the 1960's. Currently, the regular program serves about 120 students from 14 high schools, five of which have fewer than 300 students, while eight have 300-750 students, and only one of which has over 750 students (and serves eight rural towns). The mean enrollment at these high schools is 350 students. The target high schools were deliberately chosen based on their high percentages of eligible students, and their distances from any urban center. These high schools are 20-80 miles from the small city that serves as the commercial center of the region, as well as from the adjacent town, which is home to the university and its outreach services for public schools. At this institution, about 92% of the regular Upward Bound students are white, 8% are minorities, and about 68% of the students are females.

The Regional Math/Science Center at this university serves about 50 students from several states. While about half of the Math/Science students are from rural high schools, the other half are from cities, and all of these urban students are members of ethnic minorities (Black, Asian or Latino). Two-thirds of the Math/science students are female. Nationally, almost three-fifths (3/5) of all Upward Bound students are African-American, while one-fifth (1/5) of the students are white and one-eighth (1/8) of the students are Latino. About 60% of participants nationally are females (Moore, et al. 1997).

The regular Upward Bound program at this site requires that students participate in an intensive six-week summer program held on campus, as well as in bi-weekly activities at their respective high schools during the academic year. During the summer, the regular Upward bound students engage in three intensive 75-minute classes each weekday morning and have a part-time job each weekday afternoon, usually off campus, which provides them with extra money. The day program for Math/Science students is separate and different. However, regular Upward Bound students participate with students in the site's Regional Math/Science Center in evening activities, including study hall, career development, sports, and other recreational activities. Students in the regular program and Math/Science students also dine together and live together in a residence hall on the university campus.

During the school year, Upward Bound counselors from the university meet with regular Upward Bound students and their high school guidance counselors twice a month to provide academic support, which may include tutoring, stress management and career counseling on an as needed basis. In addition, the Upward Bound staff coordinates college visits for seniors and

twice-yearly reunions on campus. The staff also provides assistance with completing the necessary forms such as admission and financial aid applications, which are at no cost the student, since all fees are paid by the Upward Bound program.

Methodology

Three are two methods of data collection in this study: surveys and interviews, both of which have been administered to students and guidance counselors. To address the eight research questions in this study, the investigators used the data obtained from participating regular Upward Bound program students and guidance counselors from the students' high schools. We used the ecology of human development model (Bronfenbrenner, 1979, 1993) as a guide in developing our research questions and data collection instruments.

This study has two data collection phases. The first phase involved Upward Bound students participating in the summer program during the months of July and August,1999. A survey was administered to all students who consented to do so and who had parental permission (for the large majority who were under the age of 18). Fifty-three (39 females and 14 males) of ninety-nine students in the regular program (54%) completed and returned the survey. Nine students were interviewed in person, either individually or in small focus groups of 2-3 students. These students had just completed their sophomore, junior, or senior years of high school. The surveys were administered in the third week and interviews were conducted in the fourth and fifth weeks of the summer program.

The second phase of the study was completed in the fall 2000. Surveys were hand-delivered by Upward Bound staff to the guidance counselors at the student's participating high schools, and all fourteen were returned. In addition,

seven guidance counselors agreed to be interviewed by telephone, and two agreed to an in-person interview.

This research study has adhered to the University Guidelines for Research with Human Subjects. All surveys included a cover letter explaining in detail the purpose of the study. The surveys and interview tapes and transcripts were in a locked file cabinet in a locked office. To ensure confidentiality, no names of specific schools, individuals, or other staff members were neither mentioned nor recorded in the surveys and interview transcripts. Participation was voluntary.

Research Findings:

1. Why do students apply to the Upward Bound program?

Students consider applying for the Upward Bound program for a several reasons (See Table 2). These advantages can be classified into three categories: academic, financial and social. The majority of the Upward Bound students, 90.6%, indicated that they decided to apply for the Upward Bound program because the program would help prepare them for getting into college. Also, 71.7% of the students surveyed responded that the program would help them improve their high school grades. About two-thirds (2/3) of the Upward Bound students surveyed felt that the program would help them explore career opportunities (66%), and while the same proportion reported that they would like being on a college campus (66%). Guidance counselors perceived academic reasons as the primary motivation for entering Upward Bound (see Table 3). When asked why students apply to Upward Bound, 100% of guidance counselors said getting into college was a common reason for males, and 82.4% gave the same reason for females. Also, 76.5% cited improving high school

grades as a reason for males, while 64.7% gave that reason for females. And 64.7% cited being on a college campus as a reason for both males and females.

The second major factor that directly influenced students to apply to the program was financial. Our results showed that 83% of the students indicated that having a summer job and money was the reason why they decided to apply to the program; whereas, 66% wanted to gain work experience (See Table 2). Interestingly, financial reasons were cited less frequently cited by guidance counselors, with only 29.4% citing having a job and earning money as a motivation for males, and only 23.5% giving the same reason for females. Work experience was also less frequently cited by guidance counselors, at 35.3% for males and 17.6% for females (see Table 3).

The third major factor was social reasons, which were also cited more frequently by students than by their guidance counselors. These reasons were cited by female students in the range of 41% to 69.2%, and by males in the range of 14.2% to 42.9% (se Table 2). Guidance counselors cited these reasons at 29.4% and below for males, and 41.2% and below for females (See Table 3)

2. What are the influences of Upward Bound staff recruitment activities, school staff, current students in Upward Bound, other peers, and family members, and personal goals?

When asked who encouraged them to apply for the Upward Bound program, 77% of the students reported that they were encouraged to apply by their high school guidance counselors, 68% by parents or other relatives, 60% by high school students, 57% by students already in Upward Bound, 57% by Upward Bound staff members, and 55% by high school teachers. Students were

most likely to be discouraged from applying to Upward Bound by boyfriends or girlfriends (19%) or by other high school students (15%).

3. Why do students continue in the program once enrolled?

Once students enroll in the program, the students begin to directly experience how the program benefits them. These students perceive that they benefit academically, socially, and financially. We have found that the top eight reasons that students liked about the program once they attended the summer program (See Table 4) are:

- Helps them get into college (94.3%)
- Provides them with summer employment and summer income (90.6%)
- Like meeting people who are unlike them (86.8%)
- Like meeting other students (84.9%)
- Staff is supportive (75.8%)
- Improves high school grades (75.8%)
- Like being on a college campus (73.6%)
- Know someone there (73.6%)

The help getting into college comes the University Upward Bound staff and counselors, and from the sending high school guidance counselors. Appreciation of staff support was reported by 75.8% of the students. In addition to working closely with students during the summer program, Upward Bound counselors make bi-weekly visits to schools to provide academic and personal guidance, assist with college search and financial aid application procedures, and organize trips to visit colleges in the region. The high school guidance counselors are the nexus between the Upward Bound staff and the high school students. All of the counselors play a supportive role in helping the students get into college.

We have found that the high school counselors are the primary recruiters for the program and that they are instrumental in that process. They provide support to students in completing both the college admissions application and financial aid applications. They help write recommendation letters, provide transcripts, and may actually send all the applications off to the colleges to meet the deadlines.

4. How well has the program satisfied their initial expectations?

We asked the students: "Overall, do you feel Upward Bound has lived up to your expectations?" We found 40 % said, "yes" to this question, whereas 58% stated they felt "somewhat" satisfied with the program. Only one student (2%) out of 53 students felt dissatisfied with the program. Thus, overall, the students felt either somewhat satisfied or satisfied with the Upward Bound program at this university. Interestingly, 63% of the students stated that they planned to return to Upward Bound the following summer. Thirty-one (31%) percent of the students were undecided and only 6 % said they would not return to the program.

5. What do the students do that influences the recruitment of future students?

Current students influence future students to participate in Upward Bound by returning to their high schools and discuss their experiences of the Upward Bound program. Of the students who had previously attended the University Upward Bound summer program, 57% of the students told more than 10 students about the Upward Bound program once they returned to their high schools. Both male and female students in the Classic program contribute to the recruitment process of other students into the program. A majority of those who completed the survey indicated that they would encourage both males and

females to apply to the program. From the interviews with students, we learned that students were more concerned about recruiting good candidates for the program rather than be overly concerned about the issue of gender imbalance in the program. The students were not overly concerned that there were more females than males in the program.

6. Why do many students who are eligible for Upward Bound choose not to apply?

We have found that there are two main reasons why eligible students do not apply to Upward Bound: financial and social. On the survey (See Table 5), 52.9% of guidance counselors indicated that eligible female students do not apply because they can earn more money at home, and this rises to 76.5% of guidance counselors with respect to eligible males. Interviews with guidance counselors revealed that although the Upward Bound student has a part-time job in the afternoon for six weeks while they are on campus, many of these students could earn more money working longer hours if they decided not to participate in the program. Furthermore, 26.4% of participating Upward Bound students (See table 6) indicated that one of their reservations about applying for Upward Bound was that they could earn more money if they stayed home.

The second reason why eligible students decide not to apply to the program is social. Over 40% of guidance counselors indicated that being away from home, family, friends and significant others was a concern for both males and females (See Table 5). Both males and females stated that the length of the summer program was something that made them hesitate to apply. Leaving their families and significant others behind was much more of an issue for females than for males (See Table 6). Some students indicated during the interviews that

the idea of being way for six weeks (even with most weekends back home) was terrifying, especially if the student has never been away from his or her small rural community. We have discovered that students who decide not to apply to the program do so because they fear the unfamiliar surroundings of a large university.

7. Why do some students who have attended Upward Bound decide not to stay for the full three years of the program?

The answer to this question seems to fall into two primary categories: financial and social. Guidance counselors at the sending high schools believe that males and females do not return to the program primarily because of financial reasons. A majority of the guidance counselors indicated in the surveys and interviews that some students could earn more money at home, or elsewhere in the state for that matter, as a reason why students do not return. We have found that this is especially true for the males in the study who live in coastal communities. For example, in interviews, high school guidance counselors reported that males who reside in coastal communities may not return to complete the program because they have the opportunity to work as sternmen on lobster boats, where they may earn up to $20,000 during a summer. For some students, this summer work opportunity may be quite difficult to pass up. Because of the arduous nature of this type of work, males who reside in these communities typically hold these jobs. Females in these communities are typically limited to waitressing or baby-sitting jobs that pay far less.

The second reason why some students may drop out of the program is due to social factors. The guidance counselors believe that some of the students have decided that they would rather maintain relationships with friends,

significant others and family members and others who are not involved in the program. For example, some of the female students did not want to leave their families, friends, or significant others. Some students feel the social pressure to drop out of the Upward Bound program before completion in order to spend time with family and friends. Others seek a respite from academics.

These perceptions of guidance counselors are supported to some extent by the participating students' feelings about what they disliked about Upward Bound (See Table 7). "Less money than I thought" was a concern for 22.6% of the students, and 22.6% also mentioned being "too far from home." However, the top complaint about the program for both males and females was academic: too much work, and not enough time to relax.

8. What differences exist between males and females with respect to the preceding questions that may account for the predominance of females in the program?

Females outnumber males in the Upward Bound program at this institution by a ratio of two to one. The gender imbalance is not unique to this University. Nationally, approximately 60% of the students in the Upward Bound program are females. Furthermore, according to the U.S. Bureau of the Census, females ages 18-24 are more likely than males the same age to be enrolled in post-secondary education or have already completed a bachelor's degree (See Table 1). According to the Maine Department of Education, males outnumber females in Maine schools. Hence, why are there more females in this program? This study sought to answer this question.

Part of this research study focuses on this very question and tries to find the answers to the gender inequality. From the surveys and interviews with both

students and guidance counselors, we have found that male students, who are still in high school, forego the Upward Bound program for financial and social reasons. According to students (male and female) participating in Upward Bound, the males who were eligible, but did not apply, preferred to spend their summers playing sports, hanging out with friends and having fun, and working and earning money so that they could have fun. When we interviewed the students about this very issue, one male student told us, "Guys are not willing to give up their summers and hanging out with their friends and they're a little more focused on saving money for cars and stuff to impress the girls with. I think the girls want to do something with their lives and the guys do too, but I think their (males) priorities are different at this time." The male peer group influence is powerful at this stage of a boy's life. One Classic female student commented, "Guys have this thing where they have to be in control of their life...I think they [males] do like more freedom and I don't think they're into this whole college thing like we [females] are."

Perhaps another possible reason why there are more females in the program may be that females tend to actively recruit other females into the program. In a focus group interview, one male student stated that it was not his role to try to recruit other students into the program and that the students he knew had already made their decisions against applying to the program or were ineligible to participate. Perhaps this phenomenon may be due to the closer social bonds among females and the way they communicate with one another.

Implications for Practice:

The Upward Bound Program benefits rural students through: (a) improvement in academics, (b) higher goals and aspirations, (c) increased access

to information about careers, colleges and financial aid, and (d) increased self-esteem, confidence, and maturation. Based on this study, several recommendations for Upward Bound programs seem justified:

1) Upward Bound projects should make a special efforts to serve students in isolated rural areas, where the chances of entering and completing college are reduced by high rates of poverty, distance to the nearest college, lack of role models, and other factors. Eligible students in such areas are the most likely to benefit from Upward Bound services.
2) Upward Bound projects, as well as sending high schools, should be attentive to the economic development opportunities in rural areas, and should encourage students in rural communities to pursue higher education opportunities that will prepare them to work in and contribute to the communities in which they live. The curriculum of both Upward Bound projects and rural high schools should include content which is appropriate to such future employment.
3) The opportunity costs of participating in Upward Bound are high for any students who have opportunities for summer employment in their home communities during their high school years. Anything that can be done to increase payment for work experience during the summer program would be helpful in recruiting and retaining students.
4) Campus tours for prospective Upward Bound students could increase students' comfort level with the idea of spending summer on campus, and would thereby help to increase enrollment and initial retention of qualified students.

5) Guidance counselors have a crucial role in the recruitment and retention of students in their high schools. Anything that can be done to promote guidance counselors' understandings of the Upward Bound program and of their roles in their students' success would be beneficial to the students.

6) Because of funding limitations, many Upward Bound eligible students are not served by Upward Bound sites. To the extent that high schools could learn about what Upward Bound does, and provide similar services, perhaps with support from their local communities and/or their states, more students could be served. In addition, there are many other students that do not meet the eligibility criteria, but that could benefit from such services as well.

References

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.

Bronfenbrenner, U. (1993). The ecology of cognitive development: Research models and fugitive findings. In Wozniak, R.H. & Fischer, K.W., (Eds.), *Development in context: Acting and thinking in specific environments* (pp. 3-44). Hillsdale, NJ: Lawrence Erlbaum Associates.

Gibbs, R. M. (1998). College completion and return migration among rural youth. In Gibbs, R. M., Swaim, P. & Teixeira, R. (Eds.), *Rural Education and Training in the New Economy: The myths of the rural skills gap*. (pp. 61-80). Ames, IA: Iowa State University Press.

Herzog, M J. R. & Pittman, R. (1999) The Nature of rural schools: Trends, perception and values. In Chalker, D. M. (Ed.), *Leadership for Rural schools: Lessons for all educators*. (pp. 11-23). Lancaster, PA: Technomic Publishing Company.

Moore, M.T., Fasciano, N.J., Jacobson, J.E., Myers, D. & Waldman, Z. (1997, May). The National evaluation of Upward Bound . A 1990's view of Upward Bound: Programs offered, students

served, and operational issues. Background reports: Grantee survey report, Target school report. Washington, DC: Mathematica Policy Research, Inc. (ERIC Document Reproduction Service Document No. ED 414850).

Myers, D.E. & Schirm, A.L. (1999, April). The impacts of Upward Bound: Final report for phase I of the national evaluation. Washington, DC: Mathematica Policy Research, Inc.

Paasch, K. M. and Swaim, P. L. (1998) Rural High School Completion. In Gibbs, R. M., Swaim, P. L., & Teixeira, R. (Eds.), *Rural Education and Training in the New Economy: The myths of the rural skills gap.* (pp. 41-59). Ames, IA: Iowa State University Press.

Schmuck, R.A. & Schmuck P.A. (1992). *Small districts Big Problems: Making school everybody's house.* Newbury Park, CA: Corwin Corwin Press Inc.

U.S. Bureau of the Census (2001, June 1). Table 14: Enrollment Status of Dependent Primary Family Members 18 to 24 Years Old, by Family Income, Level of Enrollment., Type of School, Attendance Status, Sex, Race and Hispanic Origin: October 2000. Retrieved March 23, 2002 at http://www.census.gov/population/socdemo/school/ppl-148/tab14.txt

U.S. Department of Education (2001, Nov. 19). Trio/Upward Bound Program. Retrieved March 23, 2002 at http://www.ed.gov/offices/OPE/HEP/trio/upbound.html.

BEST COPY AVAILABLE

Table 1: Enrollment Status of Dependent Primary Family Members, 18 to 24 Years Old, All Races, By Family Income, Level of Enrollment and Sex (in percentages), October 2000
Source: U.S. Census Bureau, Table 14, found at
http://www.census.gov/population/socdemo/school/ppl-148/tab14.txt
Internet release date: June 1, 2001

	Family Income			
	<$20,000	$20-35,000	$35-75,000	>$75,000
Male				
Enrolled, 2-yr college	8.54%	10.36%	12.93%	12.59%
Enrolled, 4-year college	12.28%	17.21%	25.86%	42.00%
Bachelor degree or more	0.28%	1.09%	2.94%	4.51%
Total	21.11%	28.65%	41.73%	59.10%
Female				
Enrolled, 2-year college	10.68%	15.12%	16.71%	15.26%
Enrolled, 4-year college	12.12%	28.54%	40.91%	49.24%
Bachelor degree or more	0.89%	0.85%	3.97%	6.44%
Total	23.69%	44.50%	61.59%	70.94%

Table 2: Reasons for applying to Upward Bound, as reported by regular Upward Bound students (summer, 1999)

Student survey question #8	Female (%)	Male(%)	Total (%)
N =	39	14	53
Academic Reasons			
Help getting into college	92.3	85.7	90.6
Improve high school grades	69.2	78.6	71.7
Explore career opportunities	69.2	57.1	66
Like being on a college campus	69.2	57.1	66
Access technology	51.3	28.6	45.3
Financial Reasons			
Have summer job and money	87.2	71.4	83
Gain work experience	69.2	57.1	66
Social Reasons			
Meet people unlike myself	69.2	14.2	54.7
I would like other students	66.7	21.4	54.7
Staff would make it fun	46.2	42.9	45.3
Know someone there	46.2	35.7	43.4
Staff would be supportive	41	21.4	35.8

Table 3: Most common reasons that male [female] students might apply to Upward Bound, as reported by guidance counselors at target high schools, (fall, 2000)

Guidance counselor survey	Question #6	Question #10
N = 17	Re: males	Re: females
Academic Reasons		
Get into college	100	82.4
Improve HS grades	76.5	64.7
Be on a college campus	64.7	64.7
Explore careers	35.3	23.5
Financial Reasons		
Job, earn money	29.4	23.5
Work experience	35.3	17.6
Social Reasons		
Knows someone	29.4	41.2
Like other students	23.5	23.5

Table 4: Things about Upward Bound that students liked, as reported by regular Upward Bound students (summer, 1999)

Student survey question #13	Female (%)	Male (%)	Total (%)	Change (%)
N=	39	14	53	(vs. Table 2)
Academic reasons				
Help getting into college	100	78.6	94.3	3.7
Improve high school grades	76.9	71.4	75.8	4.1
Explore career opportunities	69.2	57.1	66	0
Like being on college campus	76.9	64.3	73.6	7.6
Access technology	71.8	57.1	67.9	22.6
Financial reasons				
Have summer job and money	89.7	92.9	90.6	7.6
Gain work experience	69.2	64.3	67.9	1.9
Social Reasons				
Meet people unlike myself	89.7	78.6	86.8	32.1
I would like other students	89.7	71.4	84.9	30.2
Staff would work hard	66.7	71.4	67.9	22.6
Know someone there	66.7	92.9	73.6	30.2
Staff would be supportive	74.4	78.6	75.8	40

Table 5: Most common reasonbs that male [female] students might NOT apply to Upward Bound, as reported by guidance counselors at target high schools (fall, 2000)

Guidance counselor survey	Question #7	Question #11
N = 17	Re: males	Re:females
Financial reasons		
Earn more money at home	76.5	52.9
Social reasons		
Away from friends	64.7	58.8
Away from boy/girlfriend	47.1	58.8
Away from family	41.2	58.8
Far from home	41.2	47.1
Program too long	41.2	29.4
Don't know anyone	41.2	11.8
Family needs	17.6	29.4

Table 6: Personal reservations about applying for Upward Bound, as reported by regular Upward Bound students (summer, 1999)

Student survey question #11	Female (%)	Male (%)	Total (%)
N=	39	14	53
Financial reasons			
Earn more money at home	28.2	21.4	26.4
Social reasons			
Away from family	59	14.3	47.2
Length of program	46.2	42.9	45.3
Distance from home	53.8	14.3	43.4
Away from boy/girlfriend	35.9	14.3	30.2

Table 7: Things about Upward Bound that student disliked, as reported by regular Upward Bound students (summer, 1999)

Student survey question #14	Female (%)	Male (%)	Total (%)
N =	39	14	53
Academic Reasons			
Don't get to relax enough	76.9	57.1	71.7
Too much work	35.9	28.6	34
Financial Reasons			
Less money than I thought	23.1	21.4	22.6
Social Reasons			
Some of the other students	23.1	42.9	28.3
Too far from home	30.8	0	22.6
Some of the staff	15.4	35.7	20.8
Imbalance males-to-females	23.1	0	17

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Evaluating the Effectiveness of an Upward Bound Program: Impacts on Rural Students

Author(s): Andre Grimard and John Maddaus

Corporate Source: University of Maine

Publication Date: April, 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: John Maddaus

Printed Name/Position/Title: John Maddaus, Assoc. Prof. of Educ.

Organization/Address: University of Maine, 5766 Shibles Hall, Orono, ME 04469-5766

Telephone: (207) 581-2429 FAX: (207) 581-2423

E-Mail Address: john.maddaus@umit.maine.edu Date: 7/26/02